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## THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with  
the Texas Classical Association in the interest of Latin  
teaching in the high schools of Texas

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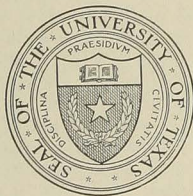
### Latin Week Number

By

Mrs. Minnie Lee Shepard,  
Educational Policies Committee,  
Classical Association of the Middle West and South

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*The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.*

*Sam Houston*

*Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.*

*Mirabeau B. Lamar*

## TEXAS LATIN WEEK

April 21-26, 1947

THEME: THE LATIN HUMANITIES IN THE AMERICAN HIGH SCHOOL  
PUPIL'S LIFE

### Dedication

As a living exponent of the theme, "The Latin Humanities in the American High School Pupil's Life," if we may substitute "Texas" for "American," we present the forty-four years of Latin teaching of Miss Lourania Miller, who retired last June from Forest Avenue High School at Dallas; for the story of her teaching is the story of devotion to a cause—the cause of better Latin, in which cause she made a supreme effort to find a happy medium between "too many subjunctives and too much background," and with it all to find out and show her pupils what the classical influence means in our civilization, past and present.

To inspire better Latin teaching and as a means of testing it, Miss Miller conceived the idea of a tournament. "In the fall of 1922," she writes, "at the State meeting in Dallas, I had the temerity to ask several questions that really launched the better Latin campaign. One question suggested that to break down isolation we needed some sort of magazine. From that, with Dr. Battle's help, came our *Latin Leaflet*, under Miss Lavender's editorship for many years. At the same meeting, a Ways and Means Committee was appointed, and in the next year the Association voted to sponsor a Latin Tournament for the spring of 1924. It was held at Forest Avenue High School in May, with 180 pupils present from 30 schools. The second tournament was held in Fort Worth, the third, in Dallas. After that numbers had grown until various centers had to be used. I was the chairman for three years, Mrs. Butler for about ten, and Miss Flack until the war stopped transportation, and the tournament was discontinued."

An intense desire to help all pupils of the State was but a reflection of Miss Miller's personal interest in her own pupils, numbered in the thousands during the years, an interest time and again manifested in financial help for material needs during the depression years, and for college expenses for the ambitious. Miss Miller with characteristic modesty disclaims any credit: "The few for whom it was my privilege to help find the needed aid have proved a very rich investment; for all has been repaid in money, in service, in character, in loyal friendship." She shared with them whatever she possessed of means, inspiration, knowledge.

This knowledge was kept up-to-date. After a B.A. degree from The University of Texas, Miss Miller took an M.A. from the University of Chicago, and in various summers attended special courses and conferences at Chicago, Columbia, Southern Methodist, William and Mary, and The University of Texas. Always her desire was to bring home something that would make her work more interesting, or that might aid her Latin Club, which she considers her unique contribution to the Forest Avenue High School, or some idea for the State organization, which she has fostered and served as president. Frequently, her traveling was done with books. "Some are said to be *land* poor; maybe I would be called *book* poor. I never had any foreign travel, but with the help of *Platner* and *Huelsen* and other authors I have had enough imaginary tours to feel at home in the Forum and in most places mentioned in our Latin texts."

Though retired, Miss Miller still talks and lives Latin. "One of my chief desires is to see the Rome Scholarship fund raised quickly so that we may undertake a classical fund to send two high-school Latin teachers to summer school each vacation. That would be of inestimable help to the Latin cause in Texas. Other states have already made a start. For years I have believed that should be undertaken." Her other great interest is the furtherance of the Junior Classical League, which she has helped to organize and to promote, and for which she works patiently, persistently, and prayerfully.

*Una voce nos omnes conclamemus: Ave, Lourania!*

## MESSAGE FROM THE PRESIDENT OF THE TEXAS CLASSICAL ASSOCIATION

*To Every Teacher of the Classics:*

It is a privilege to greet every one of you in the name of the Texas Classical Association. I am sure that all the others who have had to be away during the recent years of the war will join with me most heartily when I say that it is good to come home to you. May I add my congratulations to the many you have already deservingly received for the splendid way in which you kept the work of the Association going and the cause of the classics alive in Texas in spite of the difficulties of the troubled wartime years.

I am encouraged by the outlook for the classics in Texas. The figures for 1946-1947, given in the fall number of the *Leaflet*, show at least stability in high-school enrollment in Latin or in some cases marked increases over that of the previous year. And the enrollment is up in classical languages in our universities and colleges.

I am further encouraged by a change for the better in attitude toward the classics on the part of students. The number of veterans who have elected to take courses in Latin and Greek is an unmistakable indication. They say that although they avoided the classics before the war, they are now maturer and able to distinguish what is of genuine importance and abiding practical value. Many students assert that if they "could only do it over again," they would take a full four years' course of high-school Latin.

Moreover the present shortage of teachers has focused the attention of all serious thinking parents upon the schools. Such parents will provide an increasingly more favorable audience for what qualified and substantial teachers of Latin have to say.

Therefore I feel that the much-looked-forward-to backward swing of the pendulum in favor of the classics is now taking place. We cannot expect an earth-moving classical revival, but the times are certainly ripe for better days ahead.

And so by authority of the presidency with which you have honored me, I charge you to join with me in a firm resolve to teach more enthusiastically these years than you have ever done before, that the cause of the classics may be broadcast the more enthusiastically by our students, and that the theme of Latin Week, "The Latin Humanities in the American High School Pupil's Life," may have cogent meaning to parents and to all other thinking citizens who are responsible for making the public schools what they ought to be.

Most sincerely yours,

WALTER H. JUNIFER, President,  
Texas Classical Association.

## MESSAGE FROM THE PRESIDENT OF THE STATE JUNIOR CLASSICAL LEAGUE

*To the Latin Teachers and J.C.L. Members of Texas:*

The formation of the Junior Classical League was announced by the American Classical League in November, 1936. During the past ten years schools where Latin is taught have enthusiastically responded to the invitation to become affiliated with the junior organization. Each chapter has contributed to the fulfillment of the purpose of the league—"to carry on the torch of classical civilization."

Texas formed a State organization in 1941, with the chapters endeavoring to hand on to other Texas schools the benefits they received from Junior Classical League activities. Now, six years later, even though holding a



unique reputation among the states as a leader in J.C.L. activities, "Texas Brags" of thirty-two chapters, still struggling to gain others for the cause. A great State, with a great heritage, where well over 200 schools are offering Latin under the instruction of most excellent teachers, surely should have at least 100 Junior Classical Leagues.

If you are a genuine supporter of the classics and want to see your Latin department grow, will you not accept the fellowship we offer and introduce the Junior Classical League in your school? If you are interested and will request it, I shall be more than happy either to mail you necessary information or bring it to you personally.

May I urge the organized Leagues to plan diligently for the most successful Latin Week ever? Remember that a well-organized J.C.L. informs the community of the values of a liberal and humanistic education. We have the promise of a great year. Let's not fail to make the most of this promise.

Sincerely yours,

JAYNE GUYNES, President,  
Texas State Junior Classical League,  
Robert E. Lee High School,  
Goose Creek, Texas.

#### LATIN WEEK, 1947

All the states comprising the Classical Association of the Middle West and South will join in observing *Latin Week* from April 21 through 26. This date was chosen to include Rome's traditional birthday, April 21, 753 B.C. The theme for the week, "The Latin Humanities in the American High School Pupil's Life," was chosen for the Educational Policies Committee of the Association by Miss Essie Hill of All Saints College, Vicksburg, Mississippi. A pamphlet prepared by the Committee and sent to each Latin teacher contains many pertinent suggestions for adapting this theme to each school's plans and needs.

Texas is fortunate in having a double reason for celebrating April 21, as this day, known as San Jacinto Day in Texas, is a State holiday commemorating our final victory over Mexico in our war for independence. On that day, with old rivalries laid aside, Latin clubs might invite Spanish clubs to join in an assembly program showing the kinship of English and Spanish through the Latin tongue, and our common inheritances in art, architecture, literature, law, etc. It is possible to make application to our own State, which is rich in Spanish inheritance.

Take, for instance, the name *San Jacinto* itself, which is in origin Saint Hyacinth, which leads back to the Greek myth of Apollo and Hyacinthus. Apollo in grief over the death of the young shepherd caused a flower to spring up where he had fallen, and called it "hyacinth." As time went by, Hyacinth became a common name among early Christians. In the twelfth century, a man by that name became a priest and later a missionary in northern Europe. Later he was canonized. During the period between 1751 and 1772, Franciscan friars, making explorations along the coast of Texas, came to a stream so choked with hyacinths that they were unable to push their boats through it. They called it "the hyacinth stream," honoring it with the name of their Saint Hyacinth, or San Jacinto.

Thirty-nine of our Texas counties have Spanish names, several of which are Roman in origin; and there are numerous towns of the same derivation, for instance, San Augustine, Trinity, San Patricio, San Antonio, Nueces (nucēs), Sabine, Refugio, Brazos, the latter called "Arms (*brachia*) of God" by a group of explorers who stumbled upon it when almost dead from thirst. *Dictum sat est* to eager J.C.L. researchers.

Several chapters have sent in their general plans for *Latin Week*: West Junior High School (Waco), Brownwood, Wills Point, Conroe, Paris, Henderson, and Goose Creek. Henderson has invited the chapters of Mar-

shall, Longview, Kilgore, and Nacogdoches to join in their banquet. Wills Point will give a program to which admission is charged for an offering to the A.A.R. fund. Conroe will give Miss Moon's play (published in this bulletin) at an assembly in Goose Creek, and again at a "back-to-school" night for parents and friends of Conroe students. It is hoped that several schools will put on this playlet, which is timely for our day—"An excellent play that neatly and dramatically makes its points with economy of action and much action"—Dr. O. W. Reinmuth.

#### LATIN WEEK QUOTATIONS

Written with colored crayons on blackboards throughout the school, Latin mottoes often lend a piquancy and bit of mystery to *Latin Week*. The list given below was suggested by Miss Elor Osborn of Waco.

Agriculture.....	<i>Serit arbores quae alteri saeclo prosint</i>
American History.....	<i>Annuit coeptis or E pluribus unum</i>
Art.....	<i>Ars artis gratia or Vita brevis, ars longa</i>
Biology.....	<i>Disiecta membra or Rara avis</i>
Bookkeeping.....	<i>Honesta vita melior est pecunia</i>
Chemistry.....	<i>De fumo in flammam</i>
Clothing.....	<i>A capite ad calcem</i>
Civics.....	<i>Iustitia omnibus</i>
Clubs.....	<i>Pares cum paribus facillime congregantur</i>
Dramatics.....	<i>Neque histrioni ut placeat peragenda fabula est</i>
Economics.....	<i>Fortuna multis dat nimis, satis nulli</i>
English.....	<i>Studium litterarum est animi remissio liberalissima</i>
Foods.....	<i>Cum grano salis or De gustibus non disputandum</i>
Geometry.....	<i>Quod erat demonstrandum</i>
Journalism.....	<i>Nihil dictum quod non prius dictum</i>
Music.....	<i>Carmines di superi placantur, carmine Manes</i>
Library.....	<i>Otium sine litteris mors est</i>
Physical Education.....	<i>Mens sana in corpore sano</i>
Physics.....	<i>Mens agitat molem</i>
Public Speaking.....	<i>Studium immane loquendi or Multa paucis</i>
Safety Education.....	<i>Festina lente</i>
Salesmanship.....	<i>Caveat emptor</i>
Shop.....	<i>Est unus quisque faber ipse fortunae suae</i>
Spanish.....	<i>Matre pulchra filia non pulchrior</i>
Texas History.....	<i>Disciplina praesidium civitatis</i>
Shorthand.....	<i>Verbatim et litteratim</i>
Study Hall.....	<i>Silentium est aureum</i>
Typing.....	<i>Littera scripta manet</i>
World History.....	<i>Ubi libertas cecidit, audet libere nemo loqui</i>

#### THE AMERICAN ACADEMY IN ROME FUND

During 1946 *Latin Week* a very small amount was added to the fund begun in 1945 to secure a permanent membership for The University of Texas in the American Academy in Rome. Such membership is necessary before our students can compete for Academy fellowships, which amount to about \$1,500 a year, together with travel allowance and room at the Academy.

It was hoped that every Latin club and chapter of the Junior Classical League would earn and donate at least one \$25 bond, that Latin teachers would add something also, and that former students and friends of the classics would contribute. The latter source seems now the one hope left. Many students will be talking before town luncheon clubs during *Latin Week*. Will not this be a good opportunity to present the aims and needs of our work? *Fortuna fortes adiuvat!* We have on hand \$1,158.50 in bonds and cash. The price of the membership is \$7,500.

Unfortunately, when one bond came in, the envelope was discarded, and there was no way of identifying the school that sent it. Please read this list of contributing schools and let us know to whom credit should be given:

## Latin Club Contributors

Austin High School.....	\$50
Cleburne High School.....	25
Conroe High School.....	50
Dallas, Forest Avenue High School.....	25
Dallas, Sunset High School.....	25
Fort Worth, Daggett Junior High School.....	25
Fort Worth, Paschal High School.....	50
Fort Worth, Polytechnic High School.....	25
Galveston, Ball High School.....	25
Goose Creek High School.....	25
Greenville High School.....	25
Longview High School.....	25
Marshall High School.....	25
Port Arthur, Thomas Jefferson High School.....	25
San Antonio, Alamo Heights High School.....	25
Waco High School.....	100
Waco, North Junior High School.....	25
Waco, West Junior High School.....	25
University Classical Club.....	50
Unidentified.....	25

Only series F bonds should be bought, made out as follows:

Texas Classical Association, an unincorporated association, Austin, Texas

Mail the bond, or check if you prefer, to Dr. D. A. Penick, Professor of Classical Languages, Main Building 2707, The University of Texas, Austin 12, Texas.

## 1946 LATIN WEEK

Austin: Under the sponsorship of Misses Helen Hill and Bertha Casey, the Latin students of Austin High School celebrated *Latin Week* as an old Roman festival with something different every day. Posters with the theme "Latin Lives On" were placed throughout the building; an assembly program, consisting of a quiz with money prizes, of Latin songs, of the Apollo and Daphne myth dramatized with a dance, and the naming of the honor Latin students, was presented to the student body; a Roman banquet was held at the home of a student, with slaves and guests in costume; and a *Latin Week Extra* page was printed in the *Austin Maroon*, the Austin High School newspaper. Some topics of the page were: "Mythology in Everyday Use," "What's in a Name?" "Believe It or Not," "Cicero's Jokes," "Latin in English," "Latin Pupils Excel in Many Austin Hi Activities."

Cleburne: *Latin Week* in Cleburne, Miss Allene Gray, Sponsor, reported, included a picnic at the park, attendance at church service, publication of "Hic et Ibi," a Latin newspaper, and exhibit of posters, reports in classes, and a special program to which parents, friends, prospective students of Latin, and the Spanish Club were invited. The program featured the nine muses and a panel discussion. Each muse contributed: as Narrator, Clio, the Muse of History, brought the muses back to earth; Polyhymnia presented a sextet in "Beautiful Saviour": Urania recited "Mica, Mica, Parva Stella"; Erato introduced a duet, "Marcus et Gaia," sung to the tune of "Reuben and Rachel"; Terpsichore presented a ballet dance number, Euterpe, an instrumental trio; Melpomene gave "Dido's Lament"; Thalia led a burlesque trip through Roman history; Calliope introduced a speaker on "Roman Remains in Europe."

Conroe: The activities of Conroe High School, as planned by Miss Hlanon Moon, were reported in *The Latin Leaflet* for March, 1946. These were carried out with some additions, and all were given in detail in a

well arranged and illustrated booklet. "The whole student body has formed the habit of looking forward to *Latin Week*, and we see to it that they enjoy it." A daily broadcast was peppy and informative. Tickets were sold to a movie for money for a \$25 bond for the A.A.R. fund. At the tea, given to Latin students, their parents, the faculty of the entire school district, all the town ministers and their wives, the Spanish students, and other friends, there were "strikingly original and instructive" exhibits. There was a model of a Roman kitchen. A theme on "Classical Influence on American Architecture" was illustrated by numerous pictures of buildings from cities and from Conroe buildings and homes. Fifteen figures, cut out of masonite and characterized by clever faces, legs, and arms, demonstrated the name origin of commonly recognized shapes. Also exhibited were the various state and national magazines that mentioned the work of the Conroe Latin Department during the year. The booklet ended with a section called "Classroom Fun for Latin Week," containing "Capricious Couplets from Caesar's Capers," rhymes with blanks to be filled in from Book I of the *Gallic War*, conundrums, and a vocabulary drill called "Ballad of the First Declension."

"Since Latin is a liturgical language, I, of course, would not be able to do without it; but aside from that, to do good work in any occupation, one must have a knowledge of it."

Lt. Col. John Kinney, Chaplain.

Dallas: Forest Avenue High School under the leadership of Miss Lourania Miller had unusual publicity for *Latin Week* in the school paper, in the *Dallas News* and the *Dallas Times Herald*, and over the school's public address system by the Principal. The entire student body was entertained in two assemblies: in one, a musical comedy, "The Death of Julius Caesar," was presented; at another, a free movie, "The Last Days of Pompeii." At the annual banquet, one teacher and two prospective Latin students from each of the seven schools that feed Forest Avenue High School were honored guests—"the best advertisement for Latin."

Dallas: Sunset High School, as reported by Miss Agnes Edwards, had Roman lamps as tags, posters everywhere in the building, an open meeting, picnic, and a movie, "The Sign of the Cross," by which money was raised for a \$25 bond for the A.A.R. fund. There was excellent publicity for Latin.

Fort Worth: Daggett Junior High School activities, reported by the scribe of the J.C.L., Mary Welch, included attending the movie given by Paschal High School, "The Last Days of Pompeii," a High Mass sung in Latin at St. Patrick's, and a picnic. Each Latin student chose a sister and brother from the seventh, eighth, and ninth grades and had a program for them during the class period. In addition, a special number of *Charta Garrula* was given to all prospective Latin students. The teacher is Mrs. M. B. Rood.

Fort Worth: Paschal High School invited four junior high schools to the showing of "The Last Days of Pompeii" in an assembly meeting, Miss Anna Gardner reported. Exhibits were arranged in the library, a coin display was featured in the display cases, and a Roman military exhibit in the classroom. During the week, Mr. Roy M. Stone, Vice-Principal, who visited Pompeii while serving in the navy, gave a talk on archaeology and showed pictures. The week was concluded with a tennis tournament and picnic supper at Forest Park.

Fort Worth: Polytechnic High School, Mrs. Bess Ellis reported, had a smaller celebration than usual because an evaluation program was being carried on at the school. However, they had a display of exhibits and slides on Roman life, and attended the movie given at Paschal, and held open house.

Goose Creek: The publicity director of the J.C.L., Miss Jo Anne Briggs, sent in an excellent report of all the chapter's activities for the year. *Latin Week* was begun with a theater party, sponsored by Mr. Sherman W. Childres, Latin teacher, to see "The Sign of the Cross." "On Thursday our J.C.L. presented in general assembly a program called 'Blind Date,' fashioned after the radio program by that name which originated during

the war. For this we invited two visitors each from Conroe, Beaumont, and Galveston. All six with their blind dates were guests at our Roman banquet that night. (The students and the Latin teacher from Beaumont were so enthusiastic about our work that they organized a J.C.L. chapter two weeks later.) Our banquet was in Roman style, with costumes, slaves, program and menu in Latin on a scroll, and tiny replicas of Roman sandals for place cards. Annual awards were presented by our principal, Mr. R. B. Sparks."

Greenville: Mrs. Norine P. Morris, teacher, and her J.C.L. chapter attended a sunrise breakfast and afterwards church in a body. A seated tea honored the ninth grade junior high students, mothers of J.C.L. members, and the faculties of both senior and junior high schools. Posters and notices were placed in all rooms, and owl tags "Be Wise and Latinize" were worn during the week. A program of quizzes had a lucky number drawing for prizes, chances for which were sold for twenty-five cents. A special edition of the high-school paper was published.

Henderson: Henderson High School held its first *Latin Week* celebration, under the sponsorship of Miss Belle Gould, Latin teacher. Roman sandals lettered *Latin Week* were distributed to friends through the school, a special edition of the Latin newspaper *Cumera* was published for the high school and the eighth grade, and over 400 attended the movie, "The Last Days of Pompeii." The Principal talked in assembly on "Latin Week and Its Purposes," and a pendant award was given the high point winner in the J.C.L. contest. The Spanish Club was entertained, and a tea was given members of the Latin classes and the faculty. The week was climaxed with a banquet and dance at Marshall in which Henderson, Longview, Kilgore, and Marshall participated. Miss Gould thinks that her Latin classes will be larger as a result of *Latin Week*.

Kilgore: From other reports it was learned that Kilgore J.C.L. and Longview attended the Marshall banquet.

Marshall: The report for Marshall was made by the secretary of the Latin Club, Bud Spellings, in a very interesting way, and was accompanied by the tag, banquet menu and program scroll, and newspaper clippings. "Monday an open house was held for ninth grade students with high scholastic records. Pencils with 'Latin Club' written on them were given as favors, along with mimeographed sheets telling how Latin helps in every profession. On Tuesday picture shows were given to all classes, one reel being 'Greek and Roman Mythology.' Assemblies patterned after Bob Hawk's radio program were held on Wednesday and Thursday for senior and junior high-school students. Prizes of candy and picture show books were given to the winners." The banquet and dance on Thursday night were honored by students from Henderson, Longview, and Kilgore, with a total attendance of 150 students and guests. Mrs. Bess Sullivan is Latin teacher and club sponsor of the Marshall J.C.L.

Paris: One of the principal celebrations at Paris High School was the first printed edition of their five year old Latin newspaper, *Hodie et Heri*. It contained the program for *Latin Week*, as follows: Monday, Assembly Program; Tuesday, Radio Program; Wednesday, Open House. On Tuesday the grammar schools were visited, and each eighth grade student was given a copy of the paper. This contained discussions of various topics: "Roman Boyhood and Education," "Latin in Our School Life," "What Are You Going to Be?" "Latin Week in College," "What Some Prominent People Say." Misses Martha Hankins and Sallie Seckel are the sponsors.

San Antonio: Incarnate Word High School seniors and juniors interviewed persons of many professions and trades in their community for the material of a panel discussion on "Value of Latin Study." During the program an "Open Letter to the Public" and samples of the quotations obtained were given the audience. One student composed and directed a skit, "Let's Kill Latin"; the freshmen gave an "Astronomy Radio Hour" on various planets and constellations illustrated by a poster exhibit; the sophomores composed a skit on "The Tale of Months"; and the seniors dramatized "Latin Is So Dry." Several poems on Latin subjects were

composed and recited by individual students. The report contained samples of quotations, the skit on killing Latin, an original poem, "The Isle of Dreams," and an outline of the year's activities of the J.C.L. chapter,—a model report for all chapters. Some of the quotations appear at intervals through this bulletin.

"My profession has to do with works rather than words. Nevertheless, in my studies of ancient classical structural design, I find that the years which I spent in the study of Latin have provided me with a mental background which constantly manifests itself on my drawing board."

W. L. Hickey, Engineer and Contractor.

Lady of the Lake High School had not organized a chapter until the second semester; nevertheless, they planned an active *Latin Week* celebration. They christened their chapter the "Pacelli Chapter" in honor of the present Pope, a renowned linguist. In the library was arranged a display of miniatures of famous buildings and Roman monuments brought from Rome to the college museum some years ago. Other features of the week's program were pertinent talks by J.C.L. speakers to eighth grade students and to various high-school classes, a box lunch, an illustrated lecture on Greece and Rome given by the college Latin Department, and an assembly program of songs, skits, and talks.

Waco: Miss Elor Osborn, Latin teacher and sponsor of the J.C.L. reported that Waco High School began activities on Friday before *Latin Week*, when the Mayor of the School Government read a proclamation over the public address system. A student was interviewed over radio station WACO on the program "What's Doing Around Waco?" That evening in the gymnasium an all-school party was held, with a treasure hunt having some classical clues (if slight). Patrons voted for their favorite side-shows. One was "Venus," ballyhooed with all the charms of that goddess. Inside, the exhibit was a Venus pencil. The winning sideshow was "The Face That Launched a Thousand Ships," supposedly Helen. The exhibit inside was a large framed portrait of Henry Kaiser. A dance followed, with about 250 present. Exhibits were arranged in the public library, the school library, and downtown store windows, and a local importer of Italian foods furnished an exhibit of Italian products and peasant costumes. Latin mottoes and phrases suitable for each classroom were written in colored chalk. A multiple choice type of vocabulary test was given to all 12B and 12A English students, in which those who had had no foreign language scored 55 points; those with two years of Spanish, 68 points; with two years of Latin, 78. Student speakers appeared before seven service clubs. Two hundred copies of the special edition of *Nunc et Tunc* were sold, and quiz programs based on the magazine were presented in the Latin classes. On Thursday an open house honored parents and teachers and Latin students of the junior high schools. About 226 attended the program and social hour. Awards were presented the winners in the J.C.L.

Waco: West Junior High School: Each morning over the public address system a J.C.L. member discussed such subjects as "The J.C.L.," "Latin Week in Texas," "The Value of Latin," "The Influence of Classical Architecture Upon Buildings in Our City." Posters, Latin mottoes, and quotations were placed in all rooms, and sandal tags were worn. Thirty attended the Senior High School open house. The Scrap-Book contest, the Point System, and the Pen-Pal idea were important in the life of the chapter, Mrs. Mabel Hughes, teacher and sponsor, reported.

Waco: North Junior High School: The following report was made by Martha Mansell, secretary of the J.C.L. for Mrs. Mary K. Sendon, teacher and sponsor. Bulletin boards contained prints of Roman scenes and snapshots of Rome and Pompeii, sent by a former student during the war. Talks were made in classes, a scrap book was completed and entered in the contest, the 8A students were guests at a musical comedy, "Julius



Caesar," and the chapter attended the Senior High School open house. A \$25 bond was sent for the A.A.R. fund.

"Latin should be a required subject for a minimum of three years in all high schools. In addition to giving the only real foundation for English, it is one of the best subjects for orderly mental training. Few of us like it as a subject, but fewer will disagree as to its importance in our school curriculum."

Randolph Brown, Vice-President, Uvalde Rock Asphalt Co.

Wills Point: The week's celebration began with a banquet, included a tea for mothers and friends of Latin, talks to grammar school and high-school English classes, church attendance in a group, a hike and picnic. The Virgil class was honored with a luncheon by Mrs. T. K. Provence, teacher, and the J.C.L. with a party. Badges were worn all week, and "*Latin Week* was very successful in promoting Latin to non-Latin students." The report was made by Ruth Nell Goss, scribe of the J.C.L.

The University of Texas: The Classical Club sponsored an exhibit in the display cases in the Main Building on the value of Latin, which attracted much attention and favorable comment. The posters were purchased through the generosity of Dr. W. J. Battle. The club gave a second \$25 bond to the A.A.R. fund, and sponsored a public, illustrated lecture by Dr. H. J. Leon.

"The educational requirements of a person who desires to become a dental hygienist are quite exacting. A two-year study of Latin is required; however, most dental hygiene students take more than two years of Latin, as they find it quite helpful. I would not trade my six of Latin for anything."

Harvey J. Burkhart, D.D.S., 8th Service Command, Dallas.

#### AROUND THE CALENDAR WITH THE LATIN CLUBS

The president of the State J.C.L. organization, Miss Jayne Guynes, Robert E. Lee High School, Goose Creek, has been of great help to the editor of this year's *Latin Week* bulletin. One of her activities was to send a letter to each chapter, asking that plans for the week be made and forwarded in time for publication.

The goal for this year's efforts, Miss Guynes announces, is thirty-two new chapters, double the present number. In planning and execution, she is a worthy successor of Maxine Tankursley, last year's president from Paris High School.

The Wills Point J.C.L. presented on December 20, 1946, its annual White Gift Service, the main feature of which was a playlet, "The Adoration of the Magi." The program was preceded by a band concert and ended with the Mayor's acceptance of the gifts for the town's needy.

Every year the Henderson Latin Club has an Ides of March program to which ex-Latin students are invited for a reunion. Classes from 1939 through 1946 were invited to the last program, at which a playlet, "The Assassination of Caesar," was given. As an aid to Latin, the library ordered fifteen books recommended by the Classical League.

On December 7, 1946, the Junior Classical League of Robert E. Lee High School, Goose Creek, presented in the high-school auditorium an impressive ceremony honoring the fifty-four service men from that school who died in service. Printed programs bore the names of the honored dead. Their families, ex-students of the school, and servicemen were special guests.

The Christmas program at Robert E. Lee High School, Goose Creek, opened with Mars reigning in all his glory, with his guards paying tribute to their dictator. Angels then entered, singing, and tied the god to his throne. The twenty guards, each representing a century since the birth of Christ, surrendered to the angels their shields, which in the hands of the pure, magically became bells spelling the words, "Peace and Joy on Earth." When the centuries had left the stage, the angels withdrawing

revealed instead of the bound Mars the scene of the Nativity. All costumes—shields, spears, helmets, tunics, and Mars' regalia—were made by members of the Latin department.

Programs for the J.C.L. meetings of Incarnate Word High School, San Antonio, are planned so as to give each of the four Latin classes an opportunity to exhibit some phase of the different projects worked out in class, according to a fixed schedule. The ninth grade exhibits Roman home life; the tenth, Roman government, civil and military; the eleventh, mythology; and the twelfth, current classical periodicals, classical writers, and the different periods of Roman literature. Additional material used at club meetings includes original poems and skits on Latin subjects, conversations in Latin, and imitation radio programs.

*The Forum Free Press*, publication of *Dux Femina Facti*, Latin Club of Hockaday High School, contains an account of the club's activities for the spring of 1946, under the sponsorship of Miss Nell Ingram (now Mrs. Young) and Miss Hattie Lucile Paxton. It is illustrated with pictures of "nymphs" attending the justly famous annual banquet at the court of the gods presided over by Jupiter. To be a member of the club and attend the banquet a student must make an eighty-five average.

The Latin Club of Conroe High School celebrated their annual Saturnalia with a dance at the Country Club on December 18. Parents and one invited guest for each member also attended.

Henderson J.C.L. made Christmas cards and valentines, Roman in wording and decoration, sold Christmas seals, sang carols, and exchanged pen-pal letters with twenty-five schools. This is a very active, new chapter of J.C.L.

There was a small but select exhibit of J.C.L. activities at the State Classical Meeting at Houston at the Lamar Hotel luncheon, which was arranged by Miss Guynes and her teacher and sponsor, Mr. Sherman Childres of Goose Creek. Exceptionally interesting were these exhibits: a map of Texas in wood with a tiny, lighted bulb for each town where there is a J.C.L. chapter; the prize winning scrap books in the State contest, including Paris High School's apt and artistic first prize winner; and Conroe's clever masonite figures of common shapes. The exhibit deserved more careful examination than was possible in the short time the Association was allowed the use of the room.

Miss Allene Gray took some of her students on a tour of Cleburne to look for the classical elements in architecture and found a surprising number.

Texas J.C.L. activities have received ample, often overlapping, publicity, with the same reports appearing in their official paper, *The Torch*, in the *Latin Week* issue of the *Latin Leaflet*, and in *The Classical Outlook* and *Classical Journal*. If the same chapters seem to get all the public mention, there is a reason—they send in their reports!

Over 100 students attended the annual Christmas party of Paris High School at which there was carol singing in Latin and English, followed by a candle lighting ceremony and distribution of gifts. Two large boxes of canned goods were contributed to the Red Cross.

Brownwood Latin Club, under the sponsorship of Mrs. Olive Walker, has created a large display of models in plaster of Paris, clay, leather, and wood. Modeled in wood are invasion towers, battering rams, and other devices. Done in clay and plaster are models of an old galley ship, a charging warrior, and likenesses of gods and of well-known Greeks and Romans. All the wording on the displays is in Latin.

In the November, 1946, issue of *The Classical Outlook*, Miss Dorothy Park Latta summarizes the work of the Texas State Junior Classical League as follows: "It has been interesting through the years to watch the growth of this successful state organization and to watch its increasing sureness and maturity of approach to its work and fun."

## HINC ATQUE ILLINC

### PERSONALITIES

Mrs. Marian C. Butler, former principal of Waco High School, has been promoted to assistant superintendent in charge of secondary education

and guidance. In this position, Mrs. Butler works with the four junior high schools and the senior high school.

Last April, with \$50 donated by the father of one of her pupils, Miss Lourania Miller of Forest Avenue High School, Dallas, bought thirty books for her third year class.

The Latin department of Cleburne High School, Miss Allene Gray, teacher, was given a rating of "Superior" by an evaluating committee as a result of a recent survey. The committee commended especially the Latin course of study and the J.C.L. chapter.

Waco High School Latin course of study, prepared under the direction of Miss Elor Osborn, was praised in the highest terms by an evaluating committee for the aims and activities suggested for each unit.

Under the leadership of Professor Louis E. Lord, the Bureau of University Travel has planned a tour for those interested in the classical backgrounds of our history, including the Roman remains in France, Italy, Switzerland, Belgium, and Holland. Membership is limited to twenty-five persons. The address of the Bureau is 11 Boyd Street, Newton, Massachusetts. The tour will begin the latter part of June and last approximately eight weeks.

Dr. H. J. Leon read a paper on "Ball Playing in Ancient Rome" at the December meeting of the American Philological Association in Rochester, New York.

A committee, composed of Miss Martha Hankins, Chairman, Miss Elor Osborn, Mr. Sherman Childress, Dr. O. S. Powers, and Miss Allene Gray, is studying whether to revive the Latin Tournament in its old form or in a modified, standard test form. Its former function of advertising Latin is now more adequately performed by the Junior Classical League and Latin Week; but it is felt that there is still need of an agency to encourage higher standards of scholarship.

Grace (Gormley) and Edward Cannan announce the arrival of little Jane on New Year's Eve. Edward, Jr., at two years is already lisping Latin and Greek, his mother says. *Pater* Edward is taking his master's degree at Columbia University.

Two other children being brought up in the classical tradition are the young sons of Virginia (Humble) and W. J. Hagerty. The latter is principal of a consolidated school near Munday, Texas. The University Classical Club claims both these "matches" and their offspring.

Miss Hattie Lucile Paxton was welcomed back to Texas classical circles at the Houston meeting after several years' war work. She taught Latin at Hockaday High School last year during Miss Grow's leave, and is now in the English department in Sam Houston State Teachers College.

George Labban, Jr., tutor in classical languages at the University, and Miss Mary Ann Higginbottom of Helena, Arkansas, were married in Austin on December 22, 1946.

Dr. D. A. Penick delivered a series of twelve lectures to the Christian Training School, which met at the First Christian Church, Houston, January 15-22, 1947.

Professor and Mrs. H. E. Gibson of Texas Lutheran College, Seguin, were guests of the University Classical Club at their annual Christmas party. He is the traditionally honored leader of the Latin carols on this occasion. The music was played by Professor G. Viehweg of Concordia College, Austin.

Mrs. W. P. Smith (June Nickel), former Latin teacher, is teaching English at Sampson College, one of three associated colleges in upper New York. Her husband is Dean of Engineering at the same college.

Miss Lois Ashton of York Community High School, Elmhurst, Illinois, writes: "Did I write to you before to thank you for mailing me a copy of the *Latin Leaflet*? I want to tell you that yours is the finest publication of its kind I have seen. It speaks well for the Latin teachers of Texas."

Mrs. Ruby Terrill Lomax, former Dean of Women and Associate Professor of Classical Languages at the University, sent congratulations on the last issue of the *Latin Week* bulletin. "That very night I read it from 'kiver to kiver' and enjoyed every word of it, even though it made me homesick to conjugate and decline and parse and scan and construe (or

do you now give the construction?). Maybe now you don't even bother about such mundane things. But my! what fun it was!"

In the January, 1947, issue of the *Texas Outlook*, Mrs. Marian C. Butler, assistant superintendent of Waco schools, has an article entitled "Libraries in the Waco Schools."

Jack Bassler, Jr., popularly known as "Tinker," is the year-old son of Elizabeth Haase Bassler, tutor in classical languages at the University. He, too, will become a classicist unless he decides to follow Father Jack, engineering student.

Miss Mabel Arbuthnot of T.S.C.W., Denton, reports that even though they are not affiliated with the J.C.L., they celebrated *Latin Week* with a banquet of the gods, in costume.

Miss Ilanon Moon of Conroe writes that her pupils are asking for a class in Roman History, and that she is going to try to furnish at least a half credit next semester.

#### ONE SUPERINTENDENT LEADS THE WAY

In a directive to his teaching staff, Superintendent Irby B. Carruth of Waco encouraged the teaching of languages by giving permission for the organization of classes in Latin or Spanish when ten or more desired to take a course. This is a forward step, showing that Mr. Carruth is not only cognizant of the great impetus given to language study by the war, but is willing to accelerate it.

#### PUT CLASSICS IN ENGLISH 1 STUDY?

A committee of the College English Association, composed of Professors E. K. Brown, Norman Foerster, and Odel Shepard, has suggested in its report the abandonment of the conventional freshman course in written composition and the requirement for all liberal arts students of a unified two-year course in reading and writing "based on the study of a few classics of literature of fundamental importance in our civilization." Among the desirable readings listed for freshmen and sophomores are Homer, the Greek tragedies, Plato, the Bible, Virgil, Dante, Shakespeare, Milton, and Tolstoy.

#### SUMMER SESSION AT THE UNIVERSITY OF TEXAS

The Department of Classical Languages will offer Greek and Latin courses in the coming Summer Session and invites teachers and students in the classics. While the final schedule is not yet ready, it is announced that there will be a Teachers' Course in Latin, a Conference Course in Latin for advanced and graduate students, undergraduate work in Latin, and beginning courses in both Greek and Latin. As soon as the schedule is ready, a letter will be sent to the teachers on our mailing list.

The Summer Session will be divided into two terms of six weeks each: June 4-July 18 and July 19-August 29. For information about the work in Latin and Greek, write to Professor H. J. Leon, The University of Texas. For information about the Summer Session in general or courses in fields other than the Classical Languages, write to the Registrar.

#### 1946-1947 OFFICERS OF THE TEXAS STATE CLASSICAL ASSOCIATION

At the business meeting of the State Classical Association in Houston, November 29, 1946, the following officers were elected:

President.....Dr. Walter H. Juniper, Baylor University  
First Vice-President.....Dr. O. W. Reinmuth, The University of Texas  
Second Vice-President.....Miss Kathryn Bowen, Trinity University  
Secretary-Treasurer.....

.....Mrs. Avaline M. Provence, Wills Point High School  
Nominating Committee:

Mrs. Marian C. Butler  
Mrs. Minnie Lee Shepard  
Miss Lourania Miller, Chairman

## STATE MEETING OF CLASSICAL COMMITTEES IN WACO

A joint meeting of the State Executive Committee and the Latin Tournament Committee has been called for Saturday, April 26, 1947, at the Hamilton House, 1521 Austin Avenue, Waco, at 11 A.M. Dr. Walter H. Juniper, President, will preside. Cards for luncheon reservation will be mailed later by the Secretary. A large attendance is desirable to discuss the report of the Tournament Survey Committee.

## FINAL APPEARANCE

Playlet by Ilanon Moon, Teacher of Latin, Conroe High School

## ANNOUNCER

The history of Rome draws so many parallels with our own country that we shudder in remembering that Rome fell.

For centuries, the Roman Republic kept its carefully built safeguards against dictatorship. But there came a time when the self-interest, indolence, and incompetence of individual Romans made self-government impossible.

Our play deals with the last phase of that period in the life of the Roman Republic,—the period when a few men looked back to Roman freedom with nostalgia. But they were too weak to restore individual liberty. The strong seized power. Men rather than law governed Rome, and the emperors replaced the rule of "the Senate and the Roman People."

## PLACE AND TIME

Place—Ancient Rome

Time—The Ides of March, 44 B.C.

## CHARACTERS

Marcus Vespillo—Scion of an ancient Republican family

Tullus Flaminius—His life-long friend

Lucius Vespillo—Son of Marcus

Dromo—Personal slave to Marcus

Tyndarus—Slave and confidential adviser to Marcus

Dancing girl—A slave

Two musicians—Male slaves

*Marcus Vespillo, scion of an aristocratic family whose name goes back to the earliest days of the Roman Republic is sixty-five, a senator and a financial force in Rome. His is the face and form of a man whose natural strength and courage have been softened by self-indulgence. He is tall, slender, and languid in the manner of those whose powers are dissipated by too much luxury. He is a man of learning and ability whose keenly analytical mind readily discerns the reality of the situation in Rome. His hair is greying. His sharp, dark eyes are lit with humor, and his lips curve upward in a half smile at the joke life plays on humanity. Every movement of his body has the grace and charm of a man of the world. He is wearing the toga and sandals.*

*Tullus Flaminius is a senator with an aristocratic name as old and honored as that of Vespillo. They have been life-long friends. He is of about the same age as Vespillo and has the same urbane manner. His protruding girth is the natural accompaniment to his pompous self-esteem. He, too, is greying, but is not so calm and poised as his friend. Always a weaker man than Vespillo, he has the life-time habit of deluding himself, avoiding responsibility, and raging at the world in general. He wears the toga and sandals.*

*Lucius Vespillo, son of Marcus, is a stalwart youth of about seventeen, deferent to his father, and a hero worshipper whose idol is Caesar. His hair and eyes are dark. He wears the toga praetexta (white toga with an elaborately embroidered purple hem) and sandals.*

*Dromo, Marcus' personal Greek slave is about forty-five, with light brown hair and eyes. He wears a straight green costume with a few skimpy gathers in the back at the waist. The hem of the skirt strikes*

him half-way between the hips and the knees. The sleeves are butterfly, narrow and very short. The neck is low and either round or V-shaped. Dromo always stands near Marcus in order to minister to his every need. He never moves away from his master until told to do so.

Tyndarus, venerable Greek philosopher and teacher, is a slave with an elevated position,—a kind of intellectual companion to Marcus. He is seventy with a shock of white hair. The hem of his yellow, full robe strikes him about three inches below the knees. An inside cord gathers it at the waist and ties at the side. It has a square neck and elbow-length butterfly sleeves.

The young slave dancing girl is dressed in the long, transparent, flowing robes of the Greek dancer.

The two youthful male slaves who play for her are dressed in the same color and style as Dromo. They play lyres. (The lyres are mere stage properties with the players touching noiseless strings while the piano, orchestra, or even a record furnishes the music off stage.)

The scene is in front of a huge sun-curtain in the peristylum of the Vespillo mansion. A large figured rug is a fair representation of the mosaic floor.

Up stage at extreme left is a statue on a pedestal. On the floor at the base of the pedestal are several potted palms or other plants. In front of the plants is a stool. At the right of the stool and slightly down stage is a round book container with several scrolls in it.

Up stage at extreme right is a narrow, rectangular table on which stands a bust of some hero of the Republic. (A very good imitation of a marble bust can be made by drawing the bust on white poster board, cutting it out and propping it upright.)

Up stage at center is a large high-backed chair with arms. At its left is a small table on which are lying several scrolls.

In center stage at right is a low-backed chair with arms. Behind this chair at extreme right down stage is a bench large enough for the two musicians to occupy while playing.

Potted plants and bouquets of flowers may be used anywhere they can be artistically arranged.

When the curtain rises, Marcus Vespillo is seated in the high-backed chair at center up stage with a scroll in his hands reading with obvious pleasure. Dromo stands behind his chair at his right furtively trying to read the scroll over his shoulder.

A slave (one of the musicians) enters at right.

SLAVE—(Bows low) The noble Flaminius to see the noble Vespillo.

MARCUS—(Looks up from scroll. Carelessly) Send him in. (He holds the scroll out languidly in his right hand)

Dromo takes it, rolls it carefully, walks behind the chair and places it on the table with the other scrolls, then resumes his place behind the chair. During the following scene he stands there and looks straight ahead as if not hearing a word that is said.

Tullus Flaminius enters at right obviously in a state of agitation. Marcus rises from his chair and steps forward smiling.

TULLUS—(In outraged indignation, without a word of greeting bursts into his tirade) So, the Senate made Caesar dictator for life.

MARCUS—(Calmly) Yes. While you and your friends were lolling on the beach at Tarentum getting your winter coat of tan, Caesar was making himself master of Rome.

Tullus paces up and down, his rancor increasing with every word. Marcus stands watching him with an air of cool detachment.

TULLUS—First he's temporary dictator. Three years later, he's appointed dictator for ten years. But he can't even wait for the ten years to expire. Before two years are up, he gets himself made dictator for life.



MARCUS—(*Strolls to his chair, sits down, and addresses Tullus in a soothingly facetious tone*) At your age, Tullus, a man shouldn't get so excited. It's bad for the blood pressure. Sit down.

TULLUS—(*Points an enraged finger at him*) Gaius Julius Caesar has killed our free, constitutional government. (*Walks belligerently to the chair at right and sits down*) The stench of dead democracy ascends to Olympus and offends the very nostrils of the gods.

MARCUS—(*Quietly emphatic*) A dictator, my dear Tullus, is not the cause, but the result of a dead democracy. The only way to have preserved the Republic was to keep the virtues upon which it was founded. (*Leans forward sarcastically*) Remember the old Roman virtues of piety, sincerity, and simplicity?

TULLUS—(*Impatiently*) You're philosophizing, Marcus.

MARCUS—(*Coolly*) Perhaps. But tell me this: Do you believe in the gods?

TULLUS—(*Exasperated*) Certainly not.

MARCUS—(*Quietly*) The founders of the Republic did.

TULLUS—(*Annoyed*) That's beside the point.

MARCUS—(*Firmly*) It is not beside the point. As long as a nation clings to the religion upon which it was built, that nation stands. A few agnostics among the intelligentsia are of little importance. But when the majority of people no longer believe in their religion, their civilization is doomed.

*Tullus taps his fingers irritably on the arms of his chair.*

MARCUS—(*Relentlessly*) And what about that good old Roman virtue of sincerity?

TULLUS—(*Leans forward and storms*) Now don't bring up that election. (*Marcus smiles cynically*) Caesar and his gang started the whole business.

MARCUS—(*Sarcastically*) But you and Cato—buying votes all the time—ragged against the degradation of the ballot.

TULLUS—(*Abashed*) It was the only way to—

MARCUS—(*Raises a languid hand to stop him*) But were you sincere? *Tullus looks away and taps his fingers again on the arms of the chair.*

MARCUS—(*Pressing the point*) And what about simplicity?

TULLUS—(*Accusingly*) I don't see how you can harp on that. (*Sarcastically. Waves his hand around the peristylum*) You sit in all the luxurious splendor of an oriental potentate and ask me if I cling to old Roman simplicity.

MARCUS—(*Cynically*) Unlike you, my dear Tullus, I admit being a party to the murder of the Republic. And, unlike you, I accept dictatorship as the only substitute for the spirit of freedom in a people too incompetent and indolent to govern themselves.

TULLUS—But Caesar — —

MARCUS—(*Ignoring interruption*) You remember that Caesar was first made dictator as the only solution to a constitutional deadlock—a deadlock created by the flight of the Senate.

TULLUS—(*Petulantly*) And it was Caesar's threat that caused the flight.

MARCUS—(*Scornfully*) Time was when Roman senators didn't run from danger.

*Tullus rises from his chair and paces across the floor in front of Marcus who remains in his chair with perfect equanimity.*

TULLUS—(*Agitated*) It's unconstitutional.

MARCUS—(*Laughs shortly*) The constitution has been pushed aside so many times in recent years that it's no longer in anybody's way. We've been governed for years not by law, but by men.

TULLUS—(*Walks resolutely back to his chair and sits down with an air of pompous authority*) The Senate must do something about it.

MARCUS—(*Mockingly*) The Senate! The Senate is impotent, shamelessly incompetent and venal. It has no policy except the stuffed purse. The Senate is for sale.

TULLUS—(*Straightening indignantly*) You forget, Marcus, that you and I are senators.

MARCUS—(*Impersonally*) No, I don't. If there were only two of us, the body of the Republic could absorb the poison. (*Nonchalantly*) But we're only two small festers in the vile corruption of self-seeking politicians.

TULLUS—(*Bristling defensively*) We're — —

MARCUS—(*Leaning forward and narrowing his eyes*) Didn't the Senate Investigating Committee convict you of thirty millions in illegal war profits?

TULLUS—(*Furiously indignant*) I didn't make any more off the last war than you did.

MARCUS—(*Leaning back in his chair and smiling cynically*) But you were too greedy. I divided with the Investigating Committee.

*Tullus leans back tensely in his chair, his hands gripping the arms tightly.*

MARCUS—(*Coolly*) Did you ever hear of one Jugurtha who bought impunity from the Senate and freedom to make war on Rome again?

*Tullus nods grudgingly.*

MARCUS—Do you remember his remark about those (*disdainfully*) noble senators who took his bribes?

TULLUS—(*Impatiently*) I'm not a scholar like you. How should I remember?

MARCUS—(*Evenly*) As he left Rome, Jugurtha turned back, looked thoughtfully at its splendor and said, "O city for sale and doomed to find a purchaser." Caesar is merely the purchaser.

TULLUS—(*Furious again. Jumps up and walks behind his chair*) At the Lupercalia, Antony tried to place the crown on his head.

MARCUS—(*Carelessly*) Antony was drunk.

TULLUS—But only on liquor. Caesar is drunk with power.

MARCUS—And the rest of us with sloth and indifference. For years our liberties have been slipping through our fingers, and we have done nothing about it.

TULLUS—(*Beating the back of the chair with his fist*) But something can still be done about it.

MARCUS—What?

TULLUS—(*Makes a downward thrust with an imaginary dagger*) A dagger in the dictator's gizzard.

MARCUS—(*Calmly*) That would only murder the dictator. It would not revive constitutional government. How would you do that?

TULLUS—I — er — well — ah — —

MARCUS—(*Emphatically*) You might as well admit it, Tullus. We Romans are afraid of freedom. It's too strong a diet for our jaded appetite.

TULLUS—Under the right conditions, the Roman people will struggle again for their rights.

MARCUS—(*Impatiently*) Nobody but you and old windbags like Cicero even imagine the Republic can be restored.

TULLUS—(*Moves toward him with the air of a conspirator*) Even so, the death of Caesar is our only chance to attempt it.

MARCUS—(*Leans forward and speaks emphatically*) No, that must not happen.

TULLUS—(*Curiously*) Why? Have you suddenly become a Caesar lover?

MARCUS—(*Unwaveringly*) I voted for him.

TULLUS—(*Incredulously*) You voted for Caesar?

MARCUS—(*Looking him straight in the eyes*) Yes.

TULLUS—(*Yelling*) By all the gods, Marcus, I think you have lost your mind.

MARCUS—(*Calmly*) Sit down. I told you excitement was bad for your blood pressure.

TULLUS—(*Outraged*) But why in the name of Jupiter Optimus Maximus did you vote to make Caesar dictator?

*Marcus motions with a languid hand toward the chair. Tullus sits down exasperated, waiting impatiently for him to explain himself.*

MARCUS—(*Calmly*) I am supporting Caesar as the only form of order now available to Rome. Constitutional self-government has broken down. Liberty has degenerated into license and from license to anarchy. Dissensions among ourselves, rioting in the streets, paralyzed industry, flagging trade, — —

TULLUS—(*Belittling the situation*) We've had a few disgruntled veterans and workers making trouble.

MARCUS—(*Emphatically*) A few? The whole body politic is infected by our stupid economic policy.

TULLUS—(*Confidently*) The Senate has taken some measures lately to alleviate the situation.

MARCUS—(*Scoffing*) Government relief and price control! Temporary expedients that merely deepen the canker of our society. (*Leans forward in deadly earnest*) The truth is, Tullus, that Romans have bartered away their liberties for a bauble called security. For years they have demanded security,—the poor, for their livelihood; the rich, for their investments. (*Increasing in fervor*) They have howled for government aid to the poor, the rich, to youth, to age, to widows, orphans, soldiers, blonds, brunettes, and red-heads. (*Realizing his emotional state, he leans back and subsides*) Without realizing, poor fools, that security can be bought only at the price of liberty. Our slaves, Tullus, have security. You and I have not. We have to take the risk of fire, flood, crop failures, collapsing markets, and financial losses.

TULLUS—(*Unconvinced*) But the people can be aroused.

MARCUS—Not while they howl for security. They can not have both freedom and security. They must choose between them. The power that guarantees freedom from want takes away every other freedom.

TULLUS—(*Venomously*) But why must that power be the impious, ambitious Caesar?

MARCUS—Caesar is the only one with courage enough to face the situation.

TULLUS—(*Scornfully*) The situation! The situation requires nothing but — —

MARCUS—(*Impatiently interrupting*) Statesmanship. Any man with sufficient boldness could have seized the reins of Rome. (*Narrowing his eyes*) We Romans want somebody to drive us. Marius, Sulla, and Pompey drove us,—they just didn't call it that. It's the name you're balking at.

*Eored with the strain of too much serious discussion, Tullus gets up and strolls over to the table at Marcus's left and begins to examine the scrolls on it.*

MARCUS—(*Turns to him and continues*) But Caesar has no fear of the palsied Senate. He is restoring the financial structure, rehabilitating thousands of returned soldiers, increasing employment, reviving industry —

TULLUS—(*Sarcastically imitating Marcus*) He's taxing the togas off our backs.

MARCUS—(*Nods and smiles sardonically*) The accustomed procedure of dictators. Caesar is performing a necessary service to Rome. He is a great man.

TULLUS—(*Sarcastically significant*) It would be most unfortunate if he should outlive his greatness. (*Picks up a scroll, glances at it, then looks closer*) What book is this?

MARCUS—Caesar's Gallic War.

TULLUS—(*Shortly*) Where's the title page?

*Dromo steps from behind Marcus's chair, picks out a certain scroll on the table and hands it to him.*

TULLUS—(*Takes it, unrolls it, examines it, and remarks sarcastically*) Embellished, I see with Caesar's own glowing autograph. The special edition he gave out to his friends.

MARCUS—(*Quietly*) His friends? I doubt if Caesar has any real friends. He is a solitary figure.

TULLUS—(*Casually*) What about Brutus?

MARCUS—(*Emphatically*) Brutus is a vain, shallow egotist, incapable of loyalty.

TULLUS—(*Warmly defensive*) No, no. You are unjust. Brutus is a great patriot. He is deeply grieved at the autocratic role Caesar has adopted.

MARCUS—Brutus's objections are pique, not patriotism.

TULLUS—(*Looking up from the scroll and speaking very positively*) The Brutus family is a long line of freedom-loving Romans. (*Looks down again at the scroll, drops it carelessly on the table and walks back to his chair*) Caesar's prose style is virile and lucid, but his poetry is rotten.

MARCUS—(*Smiles*) Maybe it will improve.

TULLUS—(*Significantly*) If he lives to write it.

*Lucius Vespillo enters excitedly from the left.*

LUCIUS—Father, listen to this! (*He discovers Tullus and stops short*) Oh, sorry. Greetings noble Flaminius, and to you, Father.

TULLUS—(*Affably*) And to you, Lucius.

MARCUS—(*Fondly*) Greetings, my son.

LUCIUS—(*Politely*) Am I intruding?

TULLUS—(*Genially*) Not at all. Sit down and join us. We were discussing Caesar.

LUCIUS—(*Grins enthusiastically and raises his arm*) Ave Caesar! World Champion lady-killer.

TULLUS—(*With mock severity*) Careful, Lucius. You are talking about the dictator of Rome.

LUCIUS—(*Surprised*) Talking about him? I'm not talking about him. I'm bragging on him. (*The men grin as he sits down on the stool at left*) I've seen the Egyptian Queen. She's not bad! Not bad!

TULLUS—(*Turns indignantly to Marcus*) Cleopatra's presence in Rome is an affront to every decent Roman citizen.

MARCUS—(*Indulgently*) She's visiting.

TULLUS—(*Outraged*) Visiting! For a year,—in a palace furnished by Julius Caesar! And he with a wife!

MARCUS—(*Coolly*) Yes, his fourth wife. (*Quizzically*) Has infidelity suddenly become unusual or tinted with disgrace in Rome?

TULLUS—But Caesar is a libertine, a debauchee. He has seduced every pretty woman from Sacassene to the farthest borders of Gaul.

LUCIUS—(*Admiringly*) What a man! You know what his soldiers say as they march into newly conquered territory? (*He jumps up from the stool and marches across the room to the rhythm of the lines*)

"If your wife is pretty to see  
Put her under lock and key.  
Caesar's in town."

*Tullus watches the performance with a mixture of disgust and pity. Marcus looks on with doting indulgence. Lucius stops at left center and stands during the rest of the scene.*

MARCUS—(*Tolerantly*) I think stories of Caesar's diversions have been greatly exaggerated.

LUCIUS—(*Enthusiastically*) But his greatness can never be magnified. He's done wonders for Rome and is going to do more.

TULLUS—(*Sarcastically significant*) If he lives long enough. (*He leans to the left of his chair looking upward at the sunshine through the sky-light and suddenly realizes the time*) Marcus, it's time for us to be on our way to the Senate. (*Rises*) Under no circumstances must we be late to this meeting.

MARCUS—(*Languidly*) I believe I'll not go today.

TULLUS—What? Not attend a special session called by Caesar.

MARCUS—(*Indifferently*) What's the use?

TULLUS—(*Happily expectant*) This meeting promises to be quite exciting.

MARCUS—(*Bored*) I can't imagine anything exciting in a Senate session.

TULLUS—It could be exciting, surprising, and important. You'd better come along. (*He turns and starts toward right*)

MARCUS—(*Wearily*) Lucius will accompany you to the door. My rheumatic knee has been troubling me lately.

TULLUS—(*Stops and turns back*) I'm sorry. (*Brightening*) But it will be better soon. Everything is going to be better. (*He starts again to exit*) Good-bye.

MARCUS—Good-bye.

*Lucius follows Tullus out at right.*

MARCUS—(*Lays his head on the back of his chair and half closes his eyes*) Dromo.

DROMO—Yes, Master.

MARCUS—(*Slowly and thoughtfully*) "A dagger in the dictator's gizzard," "If he lives long enough," "A surprising session of the Senate." Do you suppose Tullus knows more than he told?

DROMO—I'm afraid so, Master.

MARCUS—(*Half musing*) He has always hated Brutus. Just now, he praised and defended him.

LUCIUS—(*Rushing back in from the right and speaking with subdued excitement*) Father, what did Tullus Flaminius mean. Is Caesar in danger?

MARCUS—(*Seriously*) I'm afraid you have guessed rightly, my son.

LUCIUS—(*Determinedly*) We must warn Caesar.

MARCUS—Of course. Go yourself. Don't trust the mission to a slave. If you hurry, you can reach him before he enters the Senate chamber.

LUCIUS—I'll hurry all right. (*He turns and rushes out at right*)

MARCUS—(*Fondly*) Good luck, my son.

*He relaxes and sits quietly with his arms on the chair staring into space for a moment, then holds out his left hand toward the table. Dromo selects the scroll he was reading when Tullus came in and puts it into his hand, then resumes his place behind the chair trying again to read over his shoulder. Marcus unrolls the scroll, absently scanning the lines, then holds it out languidly in his left hand.*

DROMO—(*Puts the scroll back on the table and rearranges the scrolls*) Perhaps the Master would enjoy the diversion of art? Among the slaves you bought last week is a Grecian girl who dances divinely. (*He spreads his hands and taps his fingers together looking upward with an expression of ecstasy*)

MARCUS—(*Indifferently*) Have her sent in. We'll see how she performs. *Dromo steps out at right, but is gone only a moment.*

*Marcus leans his head on the back of the chair and closes his eyes. Dromo returns immediately to his place behind the chair.*

MARCUS—Those slaves I bought last week. I'd forgotten all about them. Where did Tyndarus send them?

DROMO—He divided them between six of your country homes, I believe. *At right, the two slave musicians enter unobtrusively with lyres in their hands and sit down on the bench. They begin to play. The dancing girl enters from left and does a ballet. Dromo drinks in the beauty of her move-*

ments. Marcus looks on languidly through half closed lids. When the dance is finished, she prostrates herself before Marcus.

MARCUS—(*Looks her over with considerable interest*) Very good, my girl, very good. Do another.

*The girl dances again. He watches her with waning interest and when the dance is finished, waves her away.*

MARCUS—(*When the girl prostrates herself before him*) That will do. (*He relaxes again in the chair*)

*The girl leaves at left; the musicians at right.*

MARCUS—Dromo.

DROMO—Yes, Master.

MARCUS—I'm apprehensive about my son's mission to Caesar. I shall be relieved when he returns.

DROMO—(*Solicitously*) Meantime, perhaps the consolations of philosophy would appeal to my master.

MARCUS—(*With a small spark of interest*) So it might. Send in Tyndarus.

*Dromo leaves at left and is heard off stage relaying the order to another slave.*

DROMO—(*Off stage*) Send Tyndarus to the master.

*He returns immediately to his place behind Marcus's chair.*

*Tyndarus enters from the left. He bows to Marcus with a friendly deference, but not with servility.*

MARCUS—(*Smiles. He speaks to him always in tones of friendly intimacy*) You old rascal, where have you been? I've asked for you a dozen times in the last week.

TYNDARUS—You assigned me, as usual, the grilling task of distributing and orienting the new slave purchase. (*Smiles*) You forget my age.

MARCUS—(*Gently chiding*) You've been telling me for thirty years you're too old for anything you didn't want to do. (*Motions toward the stool at left*) Sit down. My eyes are tired. I want you to read to me.

TYNDARUS—(*Sits down on the stool and reaches into the book container picking up the tags on the scrolls and looking at each*) Socrates, Plato, Aristotle, Sappho, Homer,—or would you prefer history?

MARCUS—Read Polybius. History better suits my mood. From the lessons of the past we learn to read the future.

*Tyndarus nods, picks out a certain scroll, unrolls it and reads:*

"There are for all men two ways of improvement, to wit, by one's own disasters or those of others. The former is the more vivid; the latter is the less harmful. — — — The best education for real life, therefore, is the knowledge of affairs which accrues from practical history which alone, without personal hurt, makes men on every occasion and in all circumstances, true judges of the better way.

"In history the end is — —"

MARCUS—(*His mind obviously not on the reading, leans forward on the arm of his chair and interrupts*) Tyndarus.

*Tyndarus stops reading and looks up.*

MARCUS—There was a time when Greek democracy was great. The Greeks were free,—now you are—(*Hesitates, hating to refer to his friend's condition of servitude*)

TYNDARUS—(*Finishes for him*) A slave. (*He smiles gratefully*) Although a happy one.

MARCUS—(*Nods abstractedly, turns his head and stares straight ahead, concentrating on the question, and talks as much to himself as to Tyndarus*) But that great democracy,—that great freedom perished. (*Suddenly and anxiously turns back to Tyndarus*) Why?

TYNDARUS—(*Quietly*) Democracy, noble Marcus, is a spirit. It is of the mind and soul. Greek democracy perished from spiritual poverty. (*Smiles and points first to his heart, then to his head*) Our hearts grew hard; our heads soft.



MARCUS—(*Ignores effort of Tyndarus at levity. Still muses*) And the Roman mind and soul,—what about it?

TYNDARUS—I would say that materialism is destroying the Roman Republic. Romans once possessed things. Now things possess the Romans. A surfeit of material possessions drives man to greed and self-destruction. (*Looks around the peristylum and moves his hand in a gesture indicating it all around*) Material grandeur brings physical comforts. It can never satisfy the human soul. (*Points again to heart and head*) Heart and mind—spiritual wealth—that is the strength of democracy.

Marcus nods slowly and bitterly.

Lucius enters from right, breathless, agitated and heart-broken, his voice obviously holding back the tears he is determined to control.

LUCIUS—Father, Father. I was too late. Caesar had already gone into the Senate chamber. I — —

Marcus raises his hand to stop him. He drops down in the chair at right, props his elbows on his knees and rests his chin in his hands, the very picture of dejection.

MARCUS—(*Calmly to Tyndarus*) You may go, Tyndarus. (*Nods his head backward to Dromo*) You too, Dromo.

Tyndarus leaves at left, the scroll still in his hand. Dromo leaves at right.

When they are gone, Marcus gets up from his chair and goes to stand beside Lucius.

MARCUS—(*Quietly*) Proceed, my son.

LUCIUS—(*Looking up tragically into his father's face*) I pushed through the crowd into the Senate chamber determined to reach Caesar before he took his seat. A crowd of senators was gathering around him, presenting a petition. At first I couldn't believe what I saw. Then blades were raised and there was blood. Brutus's dagger was the last. The crowd drew back, and there, at the foot of Pompey's statue, lay Caesar—dead! (*He clenches his fists*) His toga was slashed and covered with blood. (*Props his elbows on the arms of the chair and drops his head on his closed fist.*)

MARCUS—(*Stands staring straight ahead, his hand on Lucius's shoulder*) My son, you and I have witnessed the end of the Roman Republic.

#### SLOW CURTAIN

[If a dancer is not available, the dance and the part of Tyndarus may be left out, and the curtain drawn to denote the passage of time until the return of Lucius.]

